

### Pennsylvania Mission Work

*Brethren of the Keystone State* :—Permit me to call your attention to the urgent need of funds for the immediate use of your Mission Board. We have pressing calls from different localities in our state where promising fields are now opening that should be worked promptly at the points where self supporting congregations may be established.

We have at our disposal able talent among the pastors in our state who are willing and ready to take up this work whenever the Mission Board is ready to say, "Go ye." Within the last week instructions have been issued to some of these "to go," with the hope that the treasury, like the cruse with a little oil, may sustain the work until the various congregations can forward to us part of the mission fund now due. We have faith in the earnest, loyal pastors of our state that they will not allow the treasury to fail us during the first year of the new century.

About one fourth of the present conference year has passed; a few of the weaker congregations have responded nobly, some of them already having paid their quota for the entire year.

Your Board should have at least one-half the mission fund for the present year paid into the treasury by the 15th of January, 1901, and the remaining half by the middle of April following. This would enable us to lay systematic plans for carrying on the mission work so that the funds may be economically and wisely applied.

Brethren and sisters, do not let the burden of this work rest upon the shoulders of your pastor alone. He has burdens enough to bear already, but cheerfully come to his assistance and aid him in bringing this matter before your congregation at the most opportune time. We beg that all give us a hearty and prompt response in the name of the Master. If this is done we feel certain that the discussion of the mission work at our next conference will be one of the most pleasant and encouraging features of the convention.

ALBERT TRENT.  
Treasurer Mission Board.

### Claypool, Ind.

The work at this place is moving along slowly. We have had no preaching since the Indiana State Conference. Brother Menaugh is our pastor, but is just recovering from an attack of typhoid fever. He expected to be with us on Saturday night and Sunday, the first one in the year. May God bless his coming to the good of himself and to the good of the church at this place.

JOHN TULLY.

### RULING IDEAS OF TWENTIETH CENTURY EDUCATION

L. L. GARBER

"The thots of men are widening with the process of the suns."

When the annals of the nineteenth century, the most remarkable century on the scroll of recorded years, were closed and sealed by the hand of time, it bequeathed to the twentieth an inheritance infinitely richer in material and spiritual resources and possibilities than was ever bequeathed to any other. In every field of human endeavor there have been made remarkable conquests, and every phase of human thot has felt the inspiration of added information and larger light. This is true of education. If in this field, progress has been less apparent and conspicuous, it has been none the less significant and important. School and colleges, students and teachers, have vastly multiplied in numbers and efficiency; in methods and conceptions of the work of education there has been great advancement, and many valuable and permanent contributions have been made to this department of knowledge. From these

there will probably be no radical departure during this century, tho they will be modified and enlarged. Among the controlling ideas of twentieth century education, the following will be paramount:

1. The twentieth century education, in general aim and method will be world-building rather than world-appropriation. It will be real education, which is one thing, as distinguished from instruction, which is a very different thing. It will view the child not as a receptacle to be filled with a conglomerated mass of scrappy, disorganized and unrelated bits of science, facts of history, remnants of superstition, and impressions from various sources, but as a conscious organism to be educated, fashioned, constructed into a soul-world that is to furnish him with motives to live an enlightened, helpful, progressive, noble social life. This soul-world built up in the child will furnish its motives and inspirations, and if this is foul or fragmentary, or stunted or distorted, so will its life be. Not neglecting the eternal life, it will emphasize the value of the present life. "It will seek to prepare for a heaven hereafter by creating in the child a heaven here and now." It will consider this life a phase of the other, preparatory to all other possible phases, and believe that the more fully we develop our powers and perform our duties, personal, social, political, in this world, the better we will be prepared to enter upon another.

2. It will begin early and continue long including both the kindergarten and the university. Education is voluntary evolution, and the early impressions on the child-organism are mighty factors in determining his subsequent life. The new century will also demand thorough preparation for life's work. Innocent ignorance and well meaning incompetance are as disastrous as vicious wrong-doing. From the kindergarten to the university, thru successive steps, education should proceed so that the child may become a complete, well-proportioned, life enjoying, power-exercising, love inspiring citizen, thoroughly furnished unto all good works.

3. It will be universal and free. In spite of our splendid system of public education, there is much incapacity, poverty and discontent among large numbers of our population, due to the fact that they are denied the opportunities for higher education. These are compelled to toil in a narrow, sordid world and thus become easy tools for political exploiters. Intelligence and virtue are essential to free government, and if the United States is to continue such in anything but name, it should guarantee to every citizen as a birth-right, free from cost for books, tuition, or maintenance, a high school and college education which will be not only a safe-guard against poverty, but also a large outlook and inspiration to nobler living. This the twentieth century will do. If this seem too costly, let it be remembered that education is never expensive; that it is always worth much more than it costs; that educated citizens are a far greater treasure

to a nation than any material resources. Education is strength; ignorance is weakness, decay, degredation, and death.

4. It will give comprehensive views of life. "There is no pleasure comparable to standing on the vantage ground of truth." "The matter of education is the entire universe as knowable, lovable, modifiable." It is beyond the power of any mind to master this in its details but education should impart the fundamental principles of the sciences and the arts, and disclose their relations to human progress. It should teach the child to identify himself with the world, with the great drama of existence, and the great movements of history; to feel the "increasing purpose" that runs thru the ages, and catch the inspiration of the larger, completer, diviner life. Then life will no longer be narrow, sordid, and meaningless, but glad, and free, and God like.

5. It will put the spiritual above the material; the man above the machine; culture above cash. The real victories of the twentieth century are to be moral victories. If we are to make any progress worthy of the name, it must be largely in the direction of higher moral and intellectual soul culture. A nation may be very rich, and very powerful and at the same time very sordid and contemptible. We are drunk with the lust of gain and strangling in the grip of greed. "Getting and spending we lay waste our powers." Everything is yellow with the Mida's-touch and measured in terms of the dollar-mark. The remedy for this grave defect of our national life is more and better education. The conditions exist because many people from lack of education to open to them the world of great movements, of noble interests and enjoyments, are condemned to narrow lives, and trifling or vicious interests. We shut them out from the spiritual treasures of humanity, and condemn them to vulgar tastes and low ambitions, and make the nobler delights of cultured life impossible for them. We do not cultivate them into moral independence, and give them high motives, and yet wonder that they are base, and vulgar, have no appreciation of the higher things of life, and give no heed to the claims of duty. To lift men out of this selfish, sordid, groveling world, education should impart large views of life, high motives and high ideals and a finer sense of the good and beautiful. This is "practical" education for "the life is more than meat," and that education is the most practical which gives the most numerous and the strongest motives to noble action; which creates the most splendid world of thought, love, and beneficence in the soul. Men are weak and sinful because they lack motives to inspire them otherwise. When these motives are given them, weakness, sin and poverty will vanish from the earth. In such direction may the education of the twentieth century tend, and the kingdom of God in its all powering beauty and glory come apace in the hearts and lives of men.